**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:** 2nd | | | **Date(s)**: |
| **Unit Title: Unit 1 Understanding Place Value (Hundreds, Tens, and Ones)** | | | | **Corresponding Unit Task:** | | |
| **Essential Question(s):** How do I compose numbers up to 1,000? How do you know the value of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Any variation of “The Gingerbread Man” * Number cards * Hundreds chart * Index cards or pre-made task cards with 5, 10, 100 more problems | | **Student:**   * hundreds chart * math journals * base ten blocks | | | |  | | --- | |  | | * hundreds * tens * ones skip count * counting on | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**   |  | | --- | | *2.NBT.2*  *Count within a 1,000; skip count by 5’s, 10’s, and 100’s* | | | | | | |
| **I Can Statement(s):**  I can skip count by 2’s, 5’s and 10’s from a given point. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Read aloud any version of “The Gingerbread Man” Then discuss the different types of ingredients needed to make a gingerbread cookie. | | | | | |
| **Teacher Directed:**  Show the students how they can use the hundreds chart to see what 100, 10, 5 or 2 more will be and fill the number in on the chart. This same idea will work for larger numbers. Model this for several numbers. Have students work with their table group to identify what 100, 10, or 5 more will be as the teacher reads out what the baker has and how many more he needs of the ingredients needed to make gingerbread men for the entire school. | | | | | |
| **Guided Practice:** Have students solve the problem found on pre-made index cards that include the task for the baker’s cookies. Students will count on using 5s, 10s, or 100s. | | | | | |
| **Independent Practice:** Have students pull a number card out of the bakers oven or hat (numbers should vary from 1-500). Ask students to use recording sheet to find 5, 10 and 100 more than their number. Encourage students to build then draw the base ten blocks in their math journals. | | | | | |
| **Closing/Summarizing Strategy:** Share gingerbread cookies as students are called on to share their independent practice drawings/solutions. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| [http://www.fuelthebrain.com/ Game/play.php?ID=15](http://www.fuelthebrain.com/Game/play.php?ID=15) | | | Using manipulatives or peer to assist with skip counting and counting on. | | |  |
| **Assessment(s):** Teacher observations and math drawings in journals. | | | | | | |
| **Teacher Reflection:** (Next steps?) Mixed skip-counting by hundreds and tens. | | | | | | |

Index card Examples

The baker has 50 eggs. If he buys thirty more, how many will he have?

The baker has 16 eggs. If he buys forty more, how many will he have?

The baker has 63 eggs. If he buys twenty more, how many will he have?

The baker has 34 eggs. If he buys ten more, how many will he have?

The baker has 48 eggs. If he buys one hundred more, how many will he have?

The baker has 15 eggs. If he buys one hundred more, how many will he have?

The baker has 100 eggs. If he buys one hundred more, how many will he have?

The baker has 30 eggs. If he buys one hundred more, how many will he have?

*Task 1 Adding Ingredients*

*Gingerbread Cookies*

*The baker only has 33 eggs. He will need a total of 93 eggs to bake his gingerbread cookies for the 2nd graders. How many more cartons of eggs will he need if each carton has 10 eggs. How many cartons of eggs will he need to complete this task?*

*The baker will need\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cartons.*

The baker has 75 eggs. If he buys twenty-five more, how many will he have?

The baker has 25 eggs. If he buys thirty-five more, how many will he have?

The baker has 18 eggs. If he buys fifteen more, how many will he have?

The baker has 43 eggs. If he buys five more, how many will he have?